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AN INQUIRY RELATING TO TRAINING FOR CITIZENSHIP IN THE PUBLIC SCHOOLS

It is believed that many school-teachers, as individuals, have acquired experiences relating to Training for Citizenship that would be of great value to others if these experiences could be collected and arranged in a single report. A paper with this purpose in view is now in preparation for an association of Chicago teachers. Your early coöperation in answering as many of the following questions as apply to your school will be keenly appreciated.

Yours, very truly,
HENRY W. THURSTON,
Hyde Park High School

This inquiry is cordially approved :
A. G. LANE, Superintendent of Schools,
A. F. NIGHTINGALE, Superintendent of High Schools

AN INQUIRY RELATING TO TRAINING FOR CITIZENSHIP IN THE PUBLIC SCHOOLS

- I. *Facts necessary for identification and classification of reports :*
- (1) The grades (each of a year) in the school reported upon are from thegrade to the.....grade inclusive.
 - (2) Name of the person reporting.....
 - (3) Position of the person reporting.....
 - (4) Address of the person reporting.....
- II. *Facts respecting right civic knowledge :*
- (1) What text-books in civics and economics are used ?.....
 - (2) How many recitation periods in all are given to each subject?.....
 - (3) How many minutes in a period ?
 - (4) Pupils of what grades study civics ?.....economics ?
 - (5) What per cent. of all the pupils in these grades study civics?economics ?
 - (6) What is the general method in each subject ?.....
- III. *Facts respecting right civic action :*
- (1) What evidence have you that the right civic knowledge given to pupils in your school has resulted in better citizenship?
 - (2) How does the discipline of the school help to train for democratic citizenship ?.....

- (3) Have you reasons for believing that the conduct of the pupils of your school in their voluntary clubs, societies, athletic associations, etc., is tending to develop a higher grade of citizenship?.....
Please give details.....
- (4) In what ways do the pupils take conscious part in the larger civic life of the community in which the school is located?
With what results?.....

IV. *Please give in some detail any other experience or opinion that you may have relative to the general subject of this inquiry.*

The above circular letter and list of questions were sent December 15, 1897, to one hundred and sixty selected schools in all parts of the United States. A far larger number of schools of secondary grade than of primary and grammar grades was included in the inquiry.

A

Replies were received from grade schools as follows :

New York City, -	-	-	-	-	-	-	1
Chicago, -	-	-	-	-	-	-	12
							<hr/>
Total, -	-	-	-	-	-	-	13

The secondary-school replies were from twelve states, as follows :

Illinois, -	-	-	-	-	-	-	17
(11 were from Chicago)							
Massachusetts, -	-	-	-	-	-	-	5
New York, -	-	-	-	-	-	-	3
Michigan, -	-	-	-	-	-	-	2
Ohio, -	-	-	-	-	-	-	2
Iowa, -	-	-	-	-	-	-	2
Vermont, -	-	-	-	-	-	-	1
Rhode Island, -	-	-	-	-	-	-	1
New Jersey, -	-	-	-	-	-	-	1
Indiana, -	-	-	-	-	-	-	1
Minnesota, -	-	-	-	-	-	-	1
Kansas, -	-	-	-	-	-	-	1
							<hr/>
Total, -	-	-	-	-	-	-	37
Total of all replies, -	-	-	-	-	-	-	<hr/> 50

B

The text-books in use in the grade schools are:

City ordinances,	-	-	-	-	-	-	-	-	1
Crawford's <i>Civil Government of Illinois</i> ,	-	-	-	-	-	-	-	-	8
Dole's <i>Citizen's Catechism</i> , and Dole's <i>Young Citizen</i> ,	-	-	-	-	-	-	-	-	1
Dole's <i>American Citizen</i> ,	-	-	-	-	-	-	-	-	4

Much work in civics is also said to be done in some schools in connection with geography and history.

The time devoted to civic instruction varies from "no regular time" to "100 recitation periods of thirty minutes each."

In two schools the civic instruction is given to all grades; in four it is confined to the sixth, seventh, and eighth grades; in four to the seventh and eighth; and in two to the eighth.

Wherever civic instruction is given to any of the pupils of a grade it is always reported to be given to all in the grade. No study of economics is reported from any grade school.

C

Twenty-nine of the thirty-seven secondary schools reporting give instruction in both civics and economics as separate subjects, seven offer civics only, and one offers the two subjects in combination; no school reported economics offered and civics not offered.

The text-books in use are as follows: In civics sixteen schools use Fiske, twelve Young (one outside of Chicago), three Townsend, three Johnston's *American Politics*, two Andrews, and the others each use one of the following: Dawes, McCleary, Dole, Martin, Sheldon's *United States History*, Wilson's *The State*, Trowbridge, Thorpe and Knight, Hinsdale, and Bryce.

In political economy nineteen schools use Laughlin (eight outside of Chicago), two Walker, two MacVane, one Gregory, one Thompson, and one Gide. Three schools offering economics did not report their text-books.

The number of recitation periods devoted to civics varies from forty to two hundred, although the number is not above one hundred in more than six schools.

The number of recitation periods devoted to economics varies from forty to one hundred and twenty, only one school giving more than one hundred periods to the subject.

Recitation periods vary in length from thirty to sixty minutes; the most common length being forty-five minutes.

Civics is offered in every grade of the secondary school, but in more than half the schools reporting it is offered in the last year of the high-school course.

Economics is not reported in the first or second year of any school, and in most schools reporting it is offered in the final year.

From 3.5 to 100 per cent. of the pupils in the grades to which civics is offered are reported as taking the subject. In only five schools is the number said to be below 50 per cent., while in eighteen schools it is as high as 90 per cent., and in twelve 100 per cent.

The variations in percentage of those in grades where economics is offered who take the subject is as great as in civics; but ten schools report less than 50 per cent. of pupils in the grades where economics is offered taking economics, and only eleven secure 90 per cent. In five schools only do all the pupils in a grade take the subject.

D

METHOD

Under the subject of method the following replies were received from grade schools:

"A voluntary association, called the 'Clean City League,' meets when necessary, makes rules, and provides for their enforcement. It is a practical form of self-government."

"From 6th to 8th grades the city, county, state, and national governments are discussed, the most extended thought being given to city affairs. In the 8th the Declaration of Independence and Constitution are studied, going back for constitutional study to the Federal Convention and the study of the compromises at that time."

"The common sense method."

"By outline and questions to which answers are to be found by observation as far as possible. By reports of pupils on important topics."

"At present it consists of memorizing the text with more or less explanations. This is far from satisfactory. I hope for better things in the near future."

"Reading of text, discussion of same and of related topics in state, school, and social life."

"Read it, talk it out, learn the important facts." "Topical."

"Reading. Discussion by pupils."

Secondary schools made the following replies respecting method :

"Library method quite largely. We also have two text-books, with which we are partially supplied, in civics, and one in political economy, aside from the regular author used."

"In civics a text-book is used, but the general *method is discussion*, very little of the so-called recitation. Boys are encouraged to bring to class matter they find in magazines and newspapers bearing upon the topic under discussion. Each student writes at least one article each year upon some topic approved by instructors. These generally concern economic fact."

"Topical, with a great deal of general discussion upon live topics. The legislature and Congress are followed very carefully and all their doings reported and discussed. Each pupil has his notebook, which is kept with great fidelity."

"Perhaps it might be called the 'topical method' in civics and also in political economy. In civics the history of the development of government, both local and national, in the United States, is studied. Most of the work is done from reference books."

"In political economy the industrial history is developed and topics not considered in the text are prepared. The views of other schools of economists than that of their author are presented."

"Topical, with much use of outside sources of information and much consultation of reference books."

"Text-book, reference books, debates, essays."

"Text-book, supplemented by comment by teacher; discussion, essay of 2000 words on topic selected by pupil and approved by teacher — one on each subject. Class forms at times a legislature, common council. Library constantly used."

"Laboratory method."

"The text-book for the topic except topics not spoken of in book. Topic enlarged by lectures and notes, and all points reviewed by recitation on them."

"Civics — Interpretation of the Constitution, its history and its elements of strength. Economics — Application to present problems; also the history and theory."

"Text-book recitation, reports on assigned reading, class debates, visit to city council, city court, reports on fire department, street-cleaning department, etc."

"Class book and discussion."

"Civics — Topics pertaining especially to city government considered in our public rhetorical; text-book, lectures, essays on assigned subjects from members of the class, studying of particular questions, such as our own city's charter, laws, regulations, etc."

"Recitation and discussion."

"The method is in the *man*, in this as in all other subjects."

"In civics, text-book and library work, and much illustrative work done in way of elections, congresses, etc., conducted by pupils under teacher's direction."

"Economics, text-book and library work, supplemented by investigation and reports upon industries and institutions of the pupil's own city."

"It is the text-book method with discussion and reading. I regret we are not able to use the laboratory basis, at least in economics."

"Topical."

"Text as basis. Discussion of familiar examples."

"Assignment of lessons, recitations, discussions, reports on special questions, essays, visits with class to voting booths, city councils, superior court, state legislature. In the younger class

(10th grade) emphasis is laid on the facts, in the older (13th) on the history of government and principles involved."

"Lecture, recitation, and quiz, followed by written examination every quarter. The lecture brings in daily practical points on the various subjects as they occur in the text."

"Talks and discussion."

"Use of text-book, reports on books, papers, magazine articles assigned, debates." "Text-book with lectures, discussions, debates, investigation of local conditions, etc."

"A combination of constitutional history of United States, civil government of city, township, county, state, and nation, with economics as they (sic?) touch these matters."

"The most vital questions are pursued in their connection with realities."

"Fiske's book is followed quite carefully; the suggestive questions are largely used; considerable topical work is done, and each pupil has at least one subject for individual research — so far as that can be done in high school, *i. e.*, he reads under direction and, besides writing on the subject, reports on his reading."

"Study of government in general, two weeks; detailed study of Constitution, with reference to history of colonies immediately preceding. Study of the state with reference to Illinois and Chicago. Economics, discussing, as opportunity offers, the problems of the day."

"Notebooks are in hands of pupils; contain outline of work. Reference books in school and city library are used. Observations of city industries and city government are made and reported by different members of class."

"Topic, papers, explanations by instructor, library work by pupils and general discussion in class—would modify this plan in economics if we had a *decent* text-book."

E

ANSWERS TO III (1)

FROM GRADE SCHOOLS

"My graduates talk more temperately and intelligently than many grown citizens."

"In the schools of which we have definite knowledge the conduct of the children has greatly improved" (by the methods of the "Gill school city").

"The fact that the children are interested in municipal affairs through civics has carried earnest thought to many of their homes."

"I think they show by their general conduct. None has been other than law abiding since leaving school, that I know of."

"None." Very little, since no 'civic' knowledge can be given."

"The government here is of the pupils, for the pupils, by the pupils—it is democratic instead of monarchical, as it was previous to September 1896. Children are constantly impressed with the responsibilities and duties of good citizenship by having to assist constantly in securing it." "None definite."

"The work of our 'Clean City League.'" "None." "Little. Pupils think and believe more in the right direction, which will doubtless work out in better living at a later period."

"All efforts bring results."

FROM SECONDARY SCHOOLS

"None, except that high-school pupils generally are among the very best citizens."

"Have no definite knowledge."

"The stand taken by the young men in state and local politics and questions indicates that they were started right in school."

"Have not been here long enough—can only hope that the interest shown by the class in present politics and the non-partisan views expressed by the pupils in discussing city government will stand the strain of practical life." "None."

"None." Pupils generally interested, but I know no way of following up results."

"Interest in the subject and improved conduct." "More interest in affairs going on in city, shown by questions and statement of what they will do with such a question when they can vote, or influence voting."

"I consider *intelligent* citizenship an essential element of good citizenship."

"The results—comparative—of the lives of our boys when they become men."

"None—other than faith. Have graduates only six years and no record of them."

"The interest taken by pupils after leaving school in the city government."

"About the same evidence that we have in any teaching."

"We have no means of determining definitely." "State and municipal government under bosses Croker and Platt." "No data."

"My school is a new one. Few graduates are voters. About school they respect the rights of each other and of citizens in the place."

"Hard question. Have not tried them without. But hope and think they are better for the study."

"Intelligent participation in public life by certain graduates. I think of two members of the legislature, a lieutenant in the United States Army, and a member of the city council, who were my pupils fifteen years ago."

"The general sentiment in the class is toward reform of many of the present evils and mistaken notions of things." "None."

"I think pupils are more tolerant of differences of opinion, more interested in civic questions, and better prepared to reason and judge concerning them."

"Nothing more definite than an observation of the growth of character and sense of right in those who remain in the school."

"None. I do not mean that there is none, but that I have none."

"No valuable 'postgraduate' evidence; the pupils have seemed, while working, interested in getting at foundations; they have appeared also to wake to the fact that economic questions have generally two sides."

"They have more respect for authority; their expressions of sympathy for those who are compelled to yield to a crushing

monopoly are such as indicate that the real situation has become part of them."

"Have not investigated."

"Can't answer; all that I can say is that they seem to be very much interested, especially in topics of current interest."

F

ANSWERS TO III (2)

FROM GRADE SCHOOLS

"By forming the right habits and developing a feeling of personal responsibility."

"The ordinary arbitrary, autocratic discipline is against democratic citizenship. 'The Gill school city' is democratic citizenship."

"There seems some growth in individual self-respect."

"Teaches respect for and obedience to law."

"Some opportunity is given pupils to elect their own monitors and officers of societies."

"It causes the pupils to live near others and be helpful occasionally."

"Self-government is the only true training for democratic citizenship."

"We try to put it into the hands of the pupils as far as possible and to teach self-control and respect for the rights of others."

"By stimulating self-control and self-respect."

"So far as I can see only in the formation of habits of obedience to law and respect for the same."

"Pupils elect their representatives and quite generally yield to their instructions and through them seek to regain privileges they have lost."

"It is a practice school for the development of the citizen."

REPLIES FROM SECONDARY SCHOOLS

"The pupil governs himself, of course, with some help from teachers."

"By making the individual responsible for his acts. By

showing that he has the rights of others as well as his own to consider."

"Habits of obedience are formed in most cases: respect for reasonable regulation is urged."

"By teaching obedience, regularity, punctuality, system."

"The right kind of discipline which respects the opinions of the governed will aid in this work."

"Only as any well-ordered aggregation of human beings gives such training."

"We put special stress upon self-government with due respect to authority and the rights of others, and try to make the pupils see the likeness of the school to the state and national government."

"Pupils are put largely upon their own responsibility."

"Some of my rooms are in the care of pupils during study hours, not as autocrats but as democrats."

"The lyceum and various other organizations help them to this end."

"I think my principal and the teacher *whose department is discipline* would say that *our discipline* tends to reverence for authority and respect for law. There are others in our faculty who say that a despotism, even if a wise one, cannot prepare pupils to take part in a democratic state and who have established *limited* monarchies in their rooms."

"By inculcating order and exemplifying the strictest equality before the law."

"Promotes a feeling of equality before the law, and recognition of rights."

"There is an advisory council of students, but it does not yet very greatly affect discipline."

"Each pupil is taught that he is one of many; and laws are for the good of all."

"Good morals, or good principles and the habit of doing right along with intelligence is the training needed." "Right discipline makes the child a factor in it."

"Students and teachers together make rules for conduct, court of students and teachers judges appeals."

"It serves to illustrate pure democracy in epitome."

"I return you the blank unfilled, with the following miserable comment; that we tried last year for some months the practice of having the pupils govern themselves, and found it to be a wretched failure."

"As the aim is not discipline but education, and if education is life itself, the whole training of the school must tend to train for democratic citizenship."

"A mixed high school of boys and girls, debates, discussion of public questions."

"By making each pupil feel so far as possible that he is responsible for the good name of the school."

"An attempt is made to cause pupils to see that the school, and its order and success, is their school, their order, etc."

"We endeavor to train the pupil to take care of himself in obedience to the laws. The executive ultimately takes care of the disobedient."

"Its aim is to teach self-control."

"If the school is conducted as nearly as possible on the self-control plan, the discipline must aid to better self-government which is the basis of democratic government."

"By cultivating habits of restraint of self in view of others' interests, of obedience to authority, of respect for argument."

"Good in every way."

"By giving a basis of *habit of obedience*, industry, and punctuality, by developing the idea that freedom must be given only along with responsibility."

"Pupils are given freedom of action as long as this does not interfere with others or with the work of the school."

G

ANSWERS TO III (3)

FROM THE GRADE SCHOOLS

"None definite though I do not see how it could be otherwise."

"Yes. Their societies are formed avowedly for self-culture. Activity in this line has that result."

"Yes. The children soon learn to respect one of their members who has the power to control the club meetings. All take an interest in its welfare."

"Yes. The necessity of voluntary obedience to authority, established by themselves, emphasizes strongly the need of law and obedience to the same."

"Yes. They seem to recognize more fully certain acts as right, others as wrong and deem it dishonorable to do the wrong acts whether under surveillance or not. Of course there are exceptions."

"A debating club for many years in my eighth grade has discussed public questions."

"Yes. Higher than those who have not had the training of such a school, may not be as high as those who have had the training of a higher school, one that holds its pupils longer."

"Yes. These societies meet twice a month, have a written constitution adopted by a formal vote, elect their own officers, and conduct their business in a formal way."

"To some extent."

"Certainly, but we have no societies. Each room on the first Monday of every month elects by ballot two tribunes, a boy and a girl. To them all complaints must come from other pupils, *through them* all complaints are made to the teacher or principal. It is their business to warn offenders first, report afterwards."

FROM SECONDARY SCHOOLS

"No. Such societies are a source of *disorder* in a building and often conflict with authority and children of that age (secondary-school age) are not fit to exercise authority."

"Yes. In a general way, but have no details to give."

"Yes. The character and standing of the young men of the community who are in public life is improving."

"Our societies are all in an embryonic state." "No." "Doubtful. Too much follow my leader."

"Yes and no."

"Literary society favorable, athletic unfavorable."

"Yes. History club has taken up parliamentary practice and questions of the day. Same in lyceum. Power to speak before others."

"Usually, no. Too much sharp practice. The element of morals is not strong enough. Influence of the literary society is better."

"Yes. The self-control element is developed by exercise."

"Don't know, except in a general way. Yes. They learn how to manage things in mass, how to compromise, how to abide by self-imposed limitations."

"Yes. The graduates of the English high school have been, and are today, among the best citizens of Boston."

"Yes. The pupils see clearly in order to gain their ends there is need of due subordination and that governments are a part of the necessary machinery of society."

"Most certainly, or I would discontinue them. They are all under the supervision of the teachers."

"To a certain extent, yes."

"If these things are conducted in an honorable and dignified manner, they tend to *good, i. e., to good citizenship.*"

"Yes. Ability in conducting affairs which concern a number of people is secured. Power of majorities is seen and accepted."

"Yes. We have a noon debating club presided over by a young man who has been rather troublesome, and he shows the most exact and careful observation of order and propriety."

"Yes. All members of Spaulding Battalion abstain from the use of alcoholic drinks, tobacco, and bad language."

"Yes."

"Yes. The debating society shows increasing good order during the year. Our football team has shown an honorable spirit throughout which was not true two years, and even one year, ago."

"Yes, in a measure. Can't expect a full surrender to what is taught them at school so long as erroneous ideas of how society should be conducted is taught them at home."

"Has done very little except to lead them to imitate sharp

practice of city council or Congress. Has led to admiration of anything that wins."

"We have four literary and debating clubs, all of which are in control of the pupils within liberal limits. They are run systematically and the discussions are profitable. In several other organizations good training in management of affairs and in self-control is secured. I consider these auxiliaries as of special value in training for good citizenship." "Yes."

"Do not know; our debating societies are orderly."

"I fear the inborn tendency to wire-pulling is quite as often developed as are the better qualities."

"Have not investigated."

"Yes, any of the above tend to teach responsibility, united action, persistence, and independence."

H

ANSWERS TO III (4)

FROM GRADE SCHOOLS

"By discussing temperately some public questions and eliminating certain crude notions of state policy."

"A beginning has been made by the appointment of a committee who report filthy places in streets, alleys, and broken sidewalks. The premises about the school have been improved by raking up leaves, bits of paper, etc. Waste paper has been picked up by pupils on their way to school and dropped in the waste basket."

"I do not know. These results are not tangible."

"Practically in no ways. The life of the community is too busy to bother much with the ideas of children."

"There is a Clean City League Club here that reports sanitary matters to city authorities; all pupils are taught that it is a civic virtue to correct and report violation of law and good order. Wrongdoers must be warned and exposed if they do not desist. The greatest good comes from the elimination of the idea that a citizen can be doing his duty when he hides wrongdoing. They are taught to do right themselves, and in addition assist in having their neighbor do right. The curse of

this city today is the men who say 'I do right myself, it is none of my business what Mr. B. does.'"

"By showing a general interest in local public affairs. Good."

"None, so far as I know."

FROM SECONDARY SCHOOLS

"By laboring, carrying papers, etc., and by preparing papers and exercises to which parents listen. Results good in all, or nearly all, cases."

"In noways."

"By parts taken in Y. M. C. A., church, organizations, etc. Both are beneficial."

"Hard question."

"The seniors show in their discussions acquaintance with local questions of general interest, and the prominent political issues. They are coming to have a basis for intelligent opinion on these questions, especially on those having a moral side."

"They are all alive to every election that takes place. Study the lives of all great men that die, and report to the class upon various measures that appear before the legislature or Congress. They discuss many of these questions with good thought and reasoning."

"By visiting council, courts, etc., to observe methods there."

"Investigating local questions."

"I do not know how to interpret this question."

"We try to teach them the civic duty of helping keep the school building clean, of abstaining from disturbing the neighborhood, and from abusing one another's coats, hats, etc."

"To some extent by personal interest in city government. They make their influence felt."

"I do not understand your question. They can take no practical part at the age at which they are here."

"Exercises on Washington's Birthday, and Memorial Day."

"Some do and some do not take any such part. 'The boys sometimes march in de parade.' That they are without preparation for their lessons on the following day."

"Discussion of, and interest in local topics. Cannot say."

"They take a pride in the care of school building and grounds. They are well kept."

"The boys go to police courts and now and then to higher courts and to the city council. They know the workings of politicians and the corruption of city government."

"I know of two of my students who made speeches in the last presidential campaign, one on each side!"

"Enthusiastically hang around the polls on election days. Party means more than country."

"In none as far as I can learn."

"Reading papers, daily and weekly, going to public meetings, increased interest in life for the to be man, to be woman, crowds out some of those thoughts not desirable in school."

"They realize that they are helping to form public sentiment and that public sentiment rules."

"Extent limited—interest in local civic affairs, knowledge bears her own fruit here—by the better citizen because of his knowing."

I

ANSWERS TO IV

GRADE SCHOOL REPLIES

"To train children for citizenship is not my highest ideal. My object is to make good intelligent men and women of the boys and girls, and such are always good citizens."

"The subject has been so badly neglected that many educators, statesmen, and philanthropists have formed a national society—*The Patriotic League*¹—to work for a reform in this direction, and hope all who approve their action will join them."

"Our general plan of competition, grading, prizes, etc., is evidently not intended to develop the 'civic virtues.' Formal teaching can never equal in influence the constant, silent, powerful formative forces which make for self-interest under most conditions."

¹ For further information about this league, address The Patriotic League, 230 West Thirteenth street, New York.

"Our putting the whole, or nearly the whole, of the hall duty and some of the room discipline into the pupils' hands seems to have brought about a larger sense of responsibility for and devotion to good order in school and out. The beginning of a clean school and Clean City League have been made, but excepting an improved appearance of our halls and rooms there has been no other result that I know of."

"Brass band discipline has been beneficial in training for manliness and good citizenship."

"I think our attempts are in the right direction; progress will necessarily be slow, sentiment never grows rapidly, it needs constant direction and encouragement. But, finally, if persisted in, it will become a part of the character."

"I aim to put the burden of control upon the pupil; when he fails, some one in authority assumes that control until the pupil is able to develop it for himself. We have little machinery and form connected with the matter, but it is the intention to bring the principle (aforesaid) home to each pupil. The effects are quite marked."

"I do not think that sanity, sobriety, and intelligence in citizenship can be brought about *per saltum*, but I believe that quiet, unostentatious, reasonable discussion will go far towards banishing the cruder vagaries and blinder impulses which too often are seized upon by unscrupulous demagogues for their own purposes. It is a question of patience and moderation, and patriotism for the teacher."

SECONDARY SCHOOL REPLIES

"A clear idea of the duties of a citizen presented in the proper way, often, and repeated, will aid greatly. The reciprocal idea is the right one."

"May I say right here that I find great interest in the questions of the day in my class. One-half hour is given every week to the foreign, national, and local issues."

"My experience is that only a few can rise above partisanship. Still, civics ought to be taught, and I regret that it is so neglected."

"I think it is the great reason for which the schools should be sustained; and the salvation of our nation rests upon it more than people realize or will realize, until educational people require that citizenship be taught by a more generous history course in every school."

"I believe in organizing the school as a sort of model state, and leading the pupils to be coworkers with teachers by giving them a part in the control of the school life."

"Some emphasis has been given to the fact that schools fail in so far as their work must be undone in the sphere of the citizen."

"I consider the training for good citizenship to be one of the most important concerns in public education at the present time."

"The whole school training is a training for good citizenship—or it is a failure."

"The method must be adapted to the maturity of the student. Civics can be comprehended by the youngest high-school boy, and furnishes material for growth in power for the oldest. The facts should be taught objectively so far as possible."

"In teaching this subject, too much stress cannot be laid upon the teacher's mastery of the subject, and a conscientious regard for truth. Every subject should be discussed aside from the text and opinions of pupils elicited on them [*sic*]. Ask pupils what they think is right in the case in hand."

"I have faith that the consideration by pupils of the basis and fundamentals of government broadens both their civic knowledge and point of view; direct proof is hard to obtain, however."

"Having begun the teaching of these subjects in Chicago only last September, I have not had opportunity to observe effects. I find, however, that pupils take a lively interest in the subject, especially if reference is made to government as it *is*, not as it might be, or *is* somewhere else. In other words, I find that pupils are anxious to know just what good citizenship is."

"My attention was recently called to a little pamphlet touching upon the use of the cigarette. It so impressed me

that I thought well to read some extracts from it to the school assembled together. Two days after so doing some boys from the senior class asked me to call a meeting of all the boys to consider the question of forming an anti-cigarette league. At the meeting conducted by the boys themselves, 100 boys signed a pledge to refrain from the use of cigarettes. A committee consisting of the principal and two from each class is to have general charge of future work. It seems to me this directly effects good manhood, if not good citizenship."

J.

SUMMARY

The following points suggested by the replies seem worthy of emphasis:

1. Economics as a separate discipline is attempted in no one of the grade schools reporting.

2. Civics is taught in more secondary schools than is economics, and, in the schools which offer both subjects, civics is taught, on the average, for more periods, to a larger per cent. of all the pupils than is economics.

3. There is a distinct preference given in the answers, as a whole, to methods which allow more than one book, encourage study of local, political, economic, and social facts, and promote discussion; in short, methods which attempt to connect the subjects with the immediate environment of the pupils, rather than to confine them to the mere text-book study of political and economic theory.

4. Very little definite knowledge of the effects of right civic knowledge upon the civic action of public-school pupils is shown by those who answered the questions. The assumption, however, is quite common that an intellectual grasp of the facts about good citizenship will somehow, as a rule, lead to the practice of good citizenship by those who know such facts.

5. The answers show a general conception of the importance of the discipline of the school in training young people to be good citizens, but, in comparatively few instances, is any evidence given to show that the discipline maintained is training

for citizenship in a democracy rather than for citizenship in an autocracy.

6. Opinions are very diverse respecting the ability of students to run their own clubs, athletic associations, etc.

7. There is comparatively little emphasis put upon the value of these voluntary associations in training for *democratic citizenship*.

8. The question respecting the share of pupils in the larger civic life of the community was frequently ignored, often misinterpreted, and sometimes answered facetiously. Comparatively little conscious connection between school life and the community life as a whole was revealed.

9. The consensus of opinion is general that training for citizenship is a matter of fundamental importance in the United States just now, and the belief—perhaps the hope, rather—is frequently expressed that the influence of the whole public-school system is in the direction of good citizenship, but, nevertheless, some fears creep in lest, in spite of all, the real training of the schools may tend toward the ideals and practices of the political boss and partisan politics, rather than toward genuinely good citizenship.

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